











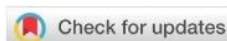


Socialization and Implementation in an Effort to Develop Children's Character Through Traditional Games at the Tunas Melati Orphanage Pontianak City

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Abstract

This activity aims to develop students' character education through traditional games. The method used in implementing Community Service activities is to use the demonstration method which consists of planning, screening, implementation, evaluation, and reporting. Where this activity consists of delivering traditional game activity material indoors and applying traditional game activity material outdoors. The results of implementing this traditional game-based learning method have been proven through leadership project activities in the form of socializing traditional games. This Leadership Project activity showed high enthusiasm from teachers during theory sessions and students during traditional game practice. This shows that traditional game-based learning methods can be well accepted by teachers and students. From the implementation carried out, it can be concluded that developing children's character through traditional games is very necessary and liked by children. The character values contained in traditional games include religiousness, hard work, togetherness, love of the country, discipline, patience, creativity, and others.

A. Introduction

Physical education is the introduction of sports at an early age, especially in elementary school, is very important to form a whole person and achieve peak achievements in sports in the future. Instilling movement patterns from an early age will prepare children physically for sports of interest, and provide many benefits such as improving physical and mental health, developing motor skills, instilling sportsmanship values, increasing self-confidence, and helping children to socialize. Therefore, parents and teachers should give children the opportunity to get to know and try different types of sports (Iyakrus, 2019).

Physical education is part of education that focuses on aspects such as physical fitness, motor skills, cognitive, social, reasoning, emotions, morality, healthy lifestyle, and environmental hygiene (Habyarimana et al., 2022; Syafruddin et al., 2022). One of them can help children's psychomotor growth and development is traditional sports (Summerley, 2020). Traditional sports demand body movement. Therefore, students will interact and socialize more with friends, improving their soft skills and hard skills (Agus et al., 2022).

Traditional games are games that have been played by children traditionally somewhere (Islam & Hasan, 2023). The largest traditional games in different regions or countries have different terms and are products of the human cultivation process of the past. In addition, traditional games have encouraged children to

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have fun and have a significant impact on their personal development. Traditional sports are the nation's cultural heritage that has many benefits, such as improving physical fitness, training social skills, and preserving culture. Although it is now rarely played, it is important for us to maintain and preserve traditional sports by introducing them to children and the younger generation (Lingling et al., 2019).

Traditional games and sports are cultural heritage that is rich in benefits, ranging from preserving the nation's culture, increasing sportsmanship, to building children's character. However, its existence is now endangered because it is displaced by online games and gadgets. Therefore, it is important for us to jointly maintain and preserve traditional games and sports by introducing them to children and the younger generation (Hadjarati & Haryanto, 2021). Traditional games have rarely been played by elementary school students as time goes by and technology advances (Nasution et al., 2022). Now, traditional games are starting to be left out. its popularity, especially in big cities, and the fact that many modern children are not familiar with this traditional game, even though it comes from the ancestors of the Indonesians. When compared to traditional games such as rubber jumping, hide and seek, baseball, and fortification, many children spend time with electronic games and technology such as PlayStation, smartphones, and online games. So, games that use motion or traditional have begun to be abandoned. Traditional games are increasingly absent. Factors influencing the elimination of traditional games include the many types of digital games, such as online games, phone applications, Play Station, regeneration of neglected traditional games, already cramped playgrounds (development), especially in city (Dwi et al., 2021).

Traditional games are diverse activities because there are various types of traditional games in each region. The form and name of traditional games can be influenced by local customs or customs. Local culture and characteristics greatly influence traditional games, especially in certain regions. When played individually or in groups, this traditional game is a lot of fun. Some types of traditional games, one of which is egrang, Egrang comes from the Lampung language, and the meaning is terompah pancung. To be able to play the traditional Egrang game, a walking tool made of bamboo is needed. You need to be proficient in playing the instrument in order to walk. Children are educated to be hardworking and diligent through traditional Egrang games.

In addition, another of the most famous traditional games is Congklak, which originated in West Java and is played by two people with a congklak board that has 2X7 small basins opposite and 2 large basins on the far right and left sides called "Indung" useful for collecting kuwuk seeds during the game. In addition to the congklak board, this game also uses 98 kuwuk seeds, each totaling 7 kuwuk in each small basin. One of the less recognized benefits of congklak games for early childhood development is the ability to develop cognitive aspects. The thought processes carried out by the human brain, such as reasoning, knowing, and understanding, are called cognitive development (Fydarliani et al., 2021).

Traditional games are usually played by elementary school-age children. This is because, elementary school-age children are a golden period to learn and develop various abilities, including body agility. Traditional games such as block running can help improve a child's agility, speed, coordination, concentration, and focus, so it is important for parents and educators to encourage elementary school-age children to play these games (Rizqa et al., 2023). At this time, character education must be instilled from an early age because children are in the "golden age" which has the potential to develop all their potential. With appropriate encouragement in that case, every aspect of the child's development will succeed, and the child's character will be shaped and become a solid foundation for further development (Lenny et al., 2024). Character education has a long history and is an important process to produce young people who are virtuous, have noble morals, and have strong character. This education not only provides knowledge, but also instills moral values and builds strong character. To produce high-quality young people, it is very important to understand and apply character education thoroughly in the formal and informal education process (Mughtar & Suryani, 2019).

Traditional games played by children have many positive effects on human life. In this article, it is hoped that traditional games can also help develop the character education of learners.

B. Methods

The samples used in this study were children of the Jasmine Bud orphanage in Pontianak. The method used in the implementation of Community Service activities is to use the demonstration method. Where this activity consists of delivering traditional game activity material indoors and applying traditional outdoor game activity material. In particular, the procedure of activities can be described as follows:



Figure 1: Activity Procedure

- 1) Planning
The preparations carried out include several procedures, including; site survey, prepare materials (traditional games in the form of percentage materials for engrang games, block running and congklak), take care of permits, and design proposals.
- 2) Screening
The review carried out includes several procedures, including; Ensure the readiness of the committee, determine resource persons, and strengthen the use of supporting equipment.
- 3) Implementation
The implementation carried out includes several procedures, including; Explain traditional game activities in theory and practice.
- 4) Evaluation
The evaluation carried out includes several procedures, including; observation of the level of enthusiasm of the Principal, Teachers, and Students in participating in each series of activities.
- 5) Reporting
The reporting carried out includes several procedures, including; documenting each series of activities, and reporting prepared by the implementation team of Community Service activities.

The implementation of Community Service activities in the form of socialization of traditional games also has output achievement targets which are described in table 1 below:

Table 1: Output Achievement Target

No	External Type	Achievement Indicators
1	Traditional Game Socialization	Theory & practice
2	Traditional Games Publications	Journal

C. Results and Discussion

The implementation of service activities for students in this pesantren began with the presentation of theoretical material about various types of traditional games in Indonesia, along with the noble values of the nation contained in them. The presentation was delivered in several sessions, ranging from elaboration, discussion, ice breaking to question and answer, and is expected to provide knowledge and increase public awareness about the importance of preserving traditional games and instilling the nation's noble values to the younger generation.



Figure 2. Materials in the Room



Figure 3. Ice Breaking



Figure 4. Congklak Game

Next is field material consisting of 3 people to explain the system how to do practice with several stage sessions alternately ranging from material discussion sessions to discussion and question and answer.



Figure 5. Beam Running Game



Figure 6. Engrang Game

Community Service Activities (PKM) carried out by the PKM Team at Tunas Melati Islamic Boarding School have gone through a mature process, starting from preparation, implementation, to evaluation. The preparations carried out include site surveys, material collection, permits, and proposal design carried out by the activity organizing committee. The review is carried out to ensure the readiness of the committee, resource persons, and committee equipment to hold regular meetings so that preparations adjust to the conditions of pesantren students and their pesantren so that they can be carried out properly.

Character education can also be referred to as moral education, value education, affective world education, moral education, or ethics education (Lestari & Handayani, 2023). Character education serves as the basis for the child's self-discipline and control over his behavior. To realize the ideals of the nation outwardly and inwardly, noble values can be obtained from existing local wisdom and the principle of wisdom. Traditional games are also a form of tradition. in society to create a pleasant and joyous environment and expression, which can build the character of children from an early age. Traditional games, which are important assets for a country, allow people to gather, interact, and express mentally, physically, and emotionally. Thus, traditional games are expected to build children's character from an early age (Anatasya et al., 2023). From the implementation carried out, it shows that children's character development through traditional games is very necessary and liked by children. The character values found in traditional games include: riligious, hard work, togetherness, love for the motherland, discipline, patience, creativity and others.

After implementing traditional games to develop the character of children in the Tunas Jasmine orphanage in Pontianak, there are several positive things that can be seen, such as. Learning Cultural Values and Traditions: Traditional games help children understand their cultural heritage and appreciate cultural diversity. Social Skills Development: Children learn about tolerance, cooperation, and communication through traditional games often played in groups. They understand the importance of rules and regularity in play and how to relate to peers. Reinforcement of Positive Values: Values such as honesty, cooperation, and sportsmanship are often taught to children through traditional play. They can learn more about these values and use them in everyday life. Physical Skill Development: Traditional games that involve physical movements, such as running, jumping, or throwing, improve children's gross and fine motor skills and improve their physical health and fitness. Reducing Dependence on Technology: We can help children become less dependent on technology by giving them traditional play. They develop the ability to enjoy physical activity and social interaction without relying on electronic devices.

D. Conclusion

Information technology has become an inseparable part of various aspects of life, including in the world of education. One of the increasingly popular uses of information technology is its application in learning methods. Game-based learning methods, of which traditional games are one example, have proven effective in transforming boring learning into a more real, active, engaging, and interactive process. that game-based learning methods can increase student effectiveness and motivation. The application of this traditional game-based learning method has been proven through leadership project activities in the form of socialization of traditional games. This leadership project activity shows high enthusiasm from teachers during theory sessions and students during traditional game practice. This shows that traditional game-based learning methods can be well accepted by teachers and students. Although the Leadership Project is well underway, there is room for further development. To support the implementation of activities after

socialization is complete, it is recommended to compile a traditional game activity module. This module is expected to be a guide for teachers in implementing game-based learning methods in their classrooms on an ongoing basis. The application of information technology and traditional games in learning has great potential to improve the quality of learning. With a more interesting and interactive learning method, it is expected that students can be more motivated to learn and achieve more optimal results.

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